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ABSTRACT

Materials contained in this career guidance unit are designed to aid ten- and eleven-year-old students in becoming effective problem solvers, and to bring to attention the relationship between an individual's values and decisions. Skill in using a simplified problem solving technique introduced in the primary grades (Decision Making, Levels 2-3--available separately) is reviewed and further developed as a part of this unit. Stress is on the concept that consequences will inevitably follow actions which are the result of a decision. Each of the fifteen lessons included in the unit requires approximately thirty minutes of class time. A variety of methods, such as limericks, murals, role playing, and worksheets, is designed to keep student interest at a high level and provide effective means of achieving the goals of the unit. Each lesson is outlined according to time and materials needed, purpose of the activity, class arrangement, and steps for developing the learning activity. Sample worksheets for use with activities are included. (TA)

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Intermediate Level

ELEMENTARY GUIDANCE PROGRAM
MESA PUBLIC SCHOOLS
MESA, ARIZONA
GEORGE N. SMITH, SUPERINTENDENT

E 015 557

INTRODUCTION

One of the primary goals of the elementary guidance program of the Mesa Public Schools is to help students become effective problem solvers. This unit was written to aid students in reaching that goal.

A unit written for the primary grades (Decision Making, Levels 2-3) introduces and gives students practice in using a simplified problem solving technique. Skill in using this same technique is reviewed and further developed as a part of this unit. The concept that consequences will inevitably follow actions which are the result of a decision is stressed.

This unit brings to attention the relationship between an individual's values and decisions. An understanding of values is developed, the sources of our values are identified and attention is given to the students' own values.

Each of the fifteen lessons requires approximately 30 minutes of class time. It is suggested that students be involved in a minimum of two lessons per week so that there will be a feeling of continuity to the concepts. Effort has been made to offer a variety of activities so that student interest will remain high.

This unit has been field tested by classroom teachers with ten and eleven-year old students. We thank each teacher who assisted us and appreciate all suggestions. We also thank Mr. Byron McKinnon, Coordinator of Guidance Services, for his support in providing us with the resources and the time to undertake and complete this project, and to Dr. George N. Smith, Superintendent, who helped make the whole project possible. We also gratefully acknowledge the capable assistance of Althea Sappenfield, our secretary, for her expertise in helping bring order out of our chaos.

Irene Cooper

Sally Valentine

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LESSON ONE

Time: 20 minutes

Materials: Cards, lined, 3 x 5, one for each student; two signs, one marked "FACT," the other marked "NOT A FACT"

Purpose: This lesson gives the student an understanding of the meaning of "fact," making it possible for him to identify factual statements. This understanding is needed for Lesson Three.

Arrangement: Circle is preferable

* * * * * *

1. Introduction

   Establish with students that they will be doing a game-type activity to help them better understand the meaning of the word "fact."

2. Game

   Give each person a card.

   Ask each to write a statement on the card telling something that is either true or false (only one statement to a card). It should be possible to check this statement for veracity either by observation ("The teacher's chair is made of metal," "Bobby's eyes are blue") or by checking a source in the room ("The capital of the state of George is Tampa," - map or encyclopedia).

Collect cards and redistribute so that each student has one, not his own.

Allow several minutes for students to check the veracity of the statement they have received. Then have each read his statement and indicate if it is a fact or not by placing the card under the proper sign.

3. Points for discussion:

   a. Definition of fact (truth; reality; supported by evidence).

   b. A fact is always true; therefore, it is redundant to say "true fact."

   c. It is unfair to make untrue statements about others in a factual way ("Jimmy is a liar," "She hit me first").

4. Modeling being a good listener during discussion:

   a. Look directly at speaker.

   b. Occasionally paraphrase what you feel he is saying and feeling.

   c. Show appreciation of each contribution to the discussion.

   d. Establish that there are no right or wrong answers so all can participate with assurance.

5. Conclusion

   a. Wrap up the lesson by reviewing the meaning of "fact."

   b. Express appreciation to all for their contributions to a successful lesson.

LESSON TWO

Time: 20 minutes

Materials: None needed

Purpose: Students will discover how *Thinking is like a computer, using new facts to reach a conclusion.

Arrangement: Circle

* * * * * *

1. Review and introduction

   Remind students that last time they discovered what a fact is and say that today they are going to find out how their *Thinking uses new facts that are fed to it (as a computer is fed facts) to reach a conclusion.

2. Game

   "It" describes a person in the class in the following manner, hesitating after each fact:

   Fact 1 - "I'm thinking of a person--it's a boy/girl."

   Fact 2 - "She has dark hair."

   Fact 3 - "She has blue eyes."

   Fact 4 - "She has on a pink blouse."

*Thinking is characterized as a computer in the book "Sparky" which is the basis of Section One of this series on self-awareness and decision making.

Ask students to raise a hand when their Thinking has heard enough facts to be sure who is being described. "It" calls on someone to identify the person; if the identification is correct, the identifier becomes "It" and the game continues. Try to arrange for participation by all students, then go ahead with the discussion.

3. Points for discussion:

   a. Input from students centered on what they know about computers.

   b. Reinforce the concept that their Thinking is like a computer in that it can act only on the information fed into it.

   c. If the information fed Thinking is wrong, the conclusion will be wrong.

   d. A computer is a machine, having no feeling; similarly, our Thinking has no feeling.

4. Conclusion

   a. We must be sure we have accurate facts to base conclusions upon.

   b. Feelings are not a part of Thinking.

LESSON THREE

Time: 30 minutes

Materials: Chalkboard, chalk, object to drop, book, pencil, balloon, pin, small jar of water, magnet, small metal objects

Purpose: This lesson is intended to give the student an understanding of the following terms which will be used frequently in this unit (definitions from Webster's New Collegiate Dictionary, G&C Merriam Company, 1974):

Problem: a question raised for inquiry, consideration, or solution.

Decision: a determination (choice) arrived at after consideration.

Consequences: something produced by or necessarily following from a set of conditions.

Arrangement: Circle

* * * * * *

1. Introduction

Say that today we will be talking about decisions, consequences and something all of us have: problems.

2. Development of definitions

Write the word "problem" on the chalkboard, then ask for someone to explain what a problem is. Work with the class until you get a suitable answer. Ask for examples of problems which students know about or have had. You may want to model the type of response desired if it seems difficult for the class to respond, as, "One evening I was driving home from Phoenix. I was alone and all of a sudden my car sputtered and stopped--it was out of gas! I decided I really had a problem. My problem was, "How shall I get gas for my car?"

Let students have turns telling about problems in their own experience, helping them check against their definition and listing the problem on the board in the form of a question. When the students seem to have grasped the concept of what a problem is, move on to the next concept.

Decision: Explain that when we have a problem we need to find an answer to the question--we need to make a decision. (Write "decision" on the board.) Ask for someone to explain what the word decision means. As with "problem," work with the class until you get a suitable answer and write it on the board. As an example, you may want to explain what decision you made concerning your illustrative problem ("I decided to put the hood of my car up and tie a handkerchief on the car handle to indicate to others that I needed help."). Encourage students to tell the decision they made regarding their problem. Have class determine if the students are illustrating the word. If possible, write the decision briefly opposite the problem. Now you are ready to consider consequences.

Consequences: Write the word on the board; ask if anyone can tell you the meaning of the word. Again, work with input from the class in developing a definition which has meaning for the students. To help them understand that there are usually predictable outcomes to certain actions, present the following situation:

3. Illustration of consequences

   a. Holding an object (book, pencil, paper) high in the air, ask students what would happen if you let go? After students answer, release object, then ask if the consequences were what they predicted would happen.

   b. Ask two students to help you, one by holding a balloon which has been blown up, the other holding a pin (a large corsage type would be best). Then ask students what the consequences would be if the pin were stuck into the balloon. After consequences have been predicted, tell the pin-holder to stick the balloon. Ask if consequences were as predicted.

   c. Put a small amount of water in a small jar or glass (choose one that you won't mind having broken). Place at the edge of table or desk. Ask students what the consequences will be if you push it further to the edge. After students have answered, keep tapping the jar/glass gently until it goes over the edge. Ask if all the consequences followed as predicted (the glass may not have broken).

   d. Using a magnet and several metal objects of graduated weight and size, ask the class to predict the consequences as you move the magnet close to the various objects; then check to see if consequences followed as predicted.

4. Consequences of behavior

   At this point, you have an opportunity to consider consequences of behavior. Discuss probable consequences in the following situations:

   a. One person shoves another in line.

   b. One grabs a paper (book, ball, etc.) from another.

   c. One picks up a pencil and returns it to the person who dropped it.

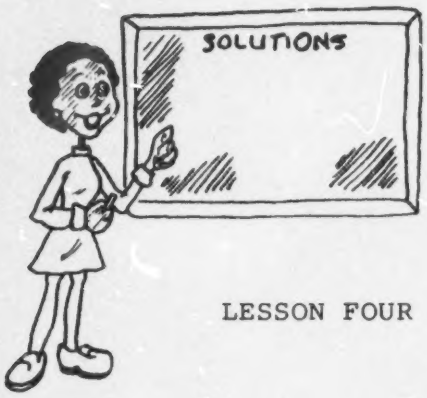
   d. Student offers to help teacher carry supplies.

e. One calls another names.

f. Several students invite new student to join in a game.

5. Conclusion

Review briefly the definitions of problem, decision, and consequences, and tell the students you will be working with these words in future lessons.



LESSON FOUR

Time: 25 minutes

Materials: Chart showing four steps of the problem solving process (sample included in this lesson), chalkboard and chalk

Purpose: This activity will introduce the first two steps of problem solving and the term "brainstorming," which is one way a group can accomplish the second step of the problem solving process. (Webster's New Collegiate Dictionary, G&C Merriam Co., Springfield, Mass., 1974, defines brainstorming as: "A group problem solving technique that involves the spontaneous contribution of ideas from all members of the group.")

Arrangement: Teacher choice

* * * * * *

1. Review

   Review with students the meaning of "problem," and expand on the concept that a problem is a question we need an answer to. Give examples such as, "What shall our next art project be?" or, "What shall we do about noise when I am giving instructions?" We can better understand how to find a solution to a problem if it is stated in the form of a question.

2. Introduction

Tell students that today they will be learning several steps used in solving problems. Call attention to the first step of the problem solving process. If you are using a chart, keep other three steps covered so as to concentrate attention on the one step being talked about. Have class read the first step with you:

1. State the problem

3. Discussion

Discuss the meaning of this step: identifying exactly what the problem is. (If the problem isn't clearly understood, a satisfactory solution cannot be found because the suggested solutions will not directly apply.)

Next, ask if anyone knows what a limerick is--give a brief explanation. Read the following limerick:

There was an old farmer from Lloof
Whose chickens lived up on a roof,
He broke both his legs
When he gathered the eggs
That unlucky old farmer from Lloof!

Ask for show of hands from those who know what the old farmer's problem was. As someone responds, write the problem on the chalkboard or chart paper. (This material will need to be saved for Lesson Six.) Possible responses: his chickens lived on the roof, or he broke his leg. Help students see what caused the real problem which was that it was inconvenient to get the eggs. Ask that this be stated in question form and leave it in that form on the chalkboard. Now call attention to the second step:

2. List all possible answers

Ask for suggestions for solving the problem from everyone. List them as given, allowing no discussion at this point on the respective value of the suggestions. Get as many suggestions as possible; since there are no right or wrong answers, everyone may feel free to participate. You will need to save these suggestions for Lesson Five.

When suggestions are exhausted, move on to the following limerick, proceeding with it in the same way: get a statement of the problem in question form, then list possible solutions. Be sure students do no evaluating at this time (laughter or derogatory remarks is a way of evaluating and may cause some students to hesitate to make a suggestion).

There was a young lady from Quish
Who caught an enormous pink fish
She said, "Oh, dear me,
It is easy to see
It will never fit into a dish!"

After completing the first two steps with both problems, explain that the process in which they have been engaged in Step 2 is called "brainstorming," and that the following are rules to keep in mind when brainstorming:

a. All ideas are written down as they are suggested.

b. No idea is judged at the time it is suggested or written down.

c. Ideas should come from everyone.

Brainstorming is a satisfactory way to get ideas when a group is deciding how to solve a certain problem since everyone can have a part in deciding what to do, and there will be a greater variety of ideas from which to choose.

4. Conclusion

This activity has introduced Steps 1 and 2 of the problem solving process, and acquainted the students with the term brainstorming.

SAMPLE CHART

STEPS IN PROBLEM SOLVING
1. STATE THE PROBLEM
2. LIST ALL POSSIBLE ANSWERS (BRAINSTORMING)
3. CHOOSE THE BEST
4. MAKE PLANS AND CARRY THEM OUT

LESSON FIVE

Time: 30 minutes

Materials: Statements of problems and brainstorming ideas from Lesson Four, chart of Problem Solving Steps

Purpose: To introduce Step 3 of the problem solving process and provide practice in using it.

Arrangement: Teacher choice

* * * * * *

1. Review

   Remind students of the lesson concerning the first two steps of the problem solving process. Recall the problems stated in the previous lesson and point out the suggested solutions. (You have retained them on the chalkboard or on butcher paper.)

2. Introduction

   Introduce the third step, explaining that since we have all these ideas we will choose the one we feel is the best. Point out that in a real situation, of course, the person or persons involved would make the

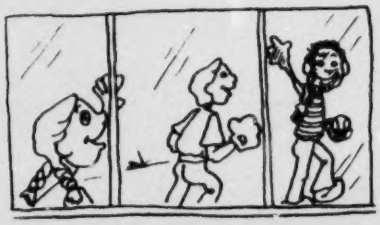
decision about what would be best for them, but since this is a practice situation, we will use our judgment.

3. Ask for someone to volunteer an opinion about which idea might not work out well, and why. If the majority of the class agrees, draw a line through it (do not erase it as one which is eliminated may ultimately be the best solution.) Continue this process until the best answer is determined. If one or several students seem stubborn, holding out against the rest of the class in not wanting to eliminate a certain solution, ask each which he thinks is the best solution. In most cases students will identify one different from the one they are holding out for; point out that if they consider a different one best, they will have to eliminate the other one since they are choosing only the best. Arriving at the best solution is not a situation for voting, but for consensus. It will probably take longer but the decision will be more satisfactory to all concerned.

   Repeat procedure for the other problem which was brainstormed in Lesson Four. If some class members did not participate in working on the first problem, perhaps they can be encouraged to do so on this new problem. Do not insist on this, however.

4. Conclusion

   In this lesson the first two steps of the problem solving process have been reviewed, the third step has been introduced, and practice given in using it. Point out that we can use these steps we are learning in problem solving problems in making our own decisions; if we develop a habit of using them we will usually find better ways to work out our problems.



LESSON SIX

Time: 30-40 minutes

Materials: Chalkboard, chalk, chart "Problem Solving Steps"

Purpose: This activity is designed to present the fourth step of the problem solving process: carry out the plan. The class will work together to solve a problem situation presented by the teacher, using the three steps previously learned and the fourth step, given today. Special attention will also be given to developing an understanding of "commitment."

Arrangement: Teacher choice

* * * * * *

1. Review

   Have students recall the first three steps of the problem solving process, define "brainstorming" and explain how it was used in problem solving.

2. Introduction

Say, "We really have a problem - we have one-half hour (or the time you wish to specify), but I don't have anything planned. I'd like us to use the problem solving process we have been learning."

3. Discussion

The first three steps of the chart should be on display and should be referred to (or these may be written on chalkboard). Get consensus on the statement (preferably in question form) for Step 1 and write it at the top of the chalkboard.

> Sample statement of problem: What shall we do until 2:00 o'clock?

Work through Step 2, encouraging suggestions from each student. Possible responses: "Play 7-up," "Water color painting," "Free time outdoors." Discourage any attempt at evaluation as ideas are generated and written on chalkboard. Even though you know a suggestion is not possible, it must be listed and judged under Step 3.

Proceed with Step 3. Be sure there is agreement before eliminating any of the suggestions. It may be necessary to point out that lack of consensus is eliminating the time and solving the problem in that way!

When the most satisfactory way has been identified, uncover Step 4 on the chart. Tell the class they are now ready to accomplish this step. Make any plans necessary to carry it out, i.e., dividing into teams, getting supplies distributed, choosing who is "it." Be sure there is consensus on all parts of the plan.

Write the word commitment on the chalkboard. Ask if anyone can pronounce it and give the meaning ("an agreement or pledge to do something in the future," Webster's New Collegiate Dictionary, G&C Merriam Company, 1974). Be sure the students understand that it is a form of a promise. If possible, give some examples of past commitments you have made to them. Then say that when a group decision has been made, each person promises to help carry out the plan which has

been agreed upon. To reinforce this feeling of commitment, ask for a physical show by each person who is party to it, as a show of hands or standing. Physical experience of commitment is very important to the involvement of each student.

Now go ahead with the activity the class has planned.

4. Summary

The four steps which comprise the problem solving process in the 4th grade have now all been introduced and used. This activity has given practice in their use and in the concept of personal commitment to the group's decisions.

LESSON SEVEN

Time: First three problem solving steps: 20 minutes; last problem solving step: Variable

Materials: Chart: "Problem Solving Steps," chalkboard and chalk, long (8' - 12') paper for mural, art media for the mural as desired (glue, crayons, paints, yarn, cloth scraps, construction paper, cotton, wood, etc.)

Purpose: This lesson will provide practice in the use of the problem solving process as the class uses it to solve a problem.

Arrangement: Teacher choice.

* * * * * *

1. Review

   With the students, recall the problem solving steps they have been learning. Also review terms brainstorming and commitment.

2. Introduction

   Say that today you have planned that the class will make a large mural but that you need their help in deciding what the mural shall be about. Ask that they help you solve the problem.

3. Using the steps

Now ask for someone to state the problem (in question form). Possible response, "What shall be the subject of our mural?"

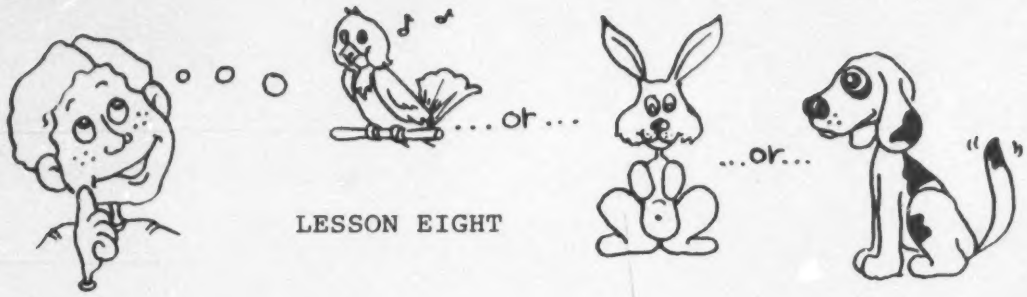
Ask the students to accomplish Step 2 of the problem solving process (brainstorming). If necessary, remind them that each person should have an opportunity to contribute; discourage evaluation of the idea in any way at the time it is suggested so that everyone will feel safe to make a suggestion without fear of being put down.

After all suggestions have been received, move on to Step 3: Choose the best. Reaching consensus on this may be difficult. Remember, this is not a voting procedure where everyone votes on what he wants most, but a process in which people are willing to give up a suggestion because they feel something else is better. Reasons should be given for the elimination of a suggestion. It might be necessary to model an acceptable response, e.g., "I would like to eliminate the mountain mural because I don't believe we could use as many different exciting colors and materials on it as we could on some of the others." Encourage participation by all students in this process.

When the best solution as determined by the group has been found, take up Step 4. How this is accomplished will depend greatly on the circumstances in your own situation. Be sure your own needs as to time restrictions, material availability, etc., are considered. Children at this grade level may need help in establishing restrictions which might be considered in Step 4.

4. Conclusion

Experience gained in working through this problem situation will help clarify the process for the students. Provide additional practice whenever the opportunity arises. As the children get additional practice, they will become more proficient and will reach a solution more quickly.



LESSON EIGHT

Time: 25 minutes

Materials: None needed

Purpose: To introduce the concept of personal decision making

Arrangement: Circle

* * * * * *

1. Review

   Review briefly the group decision making process in which the class has been involved, recalling with students the activities in previous lessons and the decisions they have made.

2. Introduction

   Say that this same process is a way in which each person can make decisions for himself: personal decisions. Tell the class that you are going to ask them to make a personal decision, to decide how they would answer this question:

   > "If you could have anything you wanted for a pet, what would you choose?"

3. Making the decision

   Guide them through problem solving steps:

   a. What pet would I choose?

   b. Think of all possible animals, birds, etc.

   c. Choose the best.

4. Game

   Have each express his choice in the circle. (This can be an effective listening exercise if it is treated as a game in which each person repeats the names of the persons and their choices of pets before adding his own, as: John - fish, Betty - cat, Jeff - snake, Cathy - leopard, etc.)

5. Discussion

   Now point out that they found an answer for the problem you gave them (If you could have anything you wanted for a pet, what would you choose?) by making a personal decision. In another circle go-around, ask each to explain why he made the choice he did.

6. Conclusion

   Point out that each of us makes many personal decisions each day: what to wear, what to do on the playground or in school or if we are angry at someone, etc., and that we can usually make the best decisions if we use the problem solving steps we have learned.

LESSON NINE

Time: 30 minutes

Materials: Chart of problem solving steps, reinforcement rings - five per student, assorted 9 x 12 construction paper and crayons

Purpose: To encourage the use of the problem solving steps, previously introduced, to solve a personal problem.

Arrangement: Students remain at their desks

* * * * * *

1. Review

   Review the problem solving steps and the fact that they can be used by a group to solve a problem affecting the whole group, or by individuals to solve a problem affecting only themselves.

2. Introduction

   Explain that students will follow these steps to complete an art project. Ask each student to choose a piece of construction paper. Give each reinforcement rings and ask students to glue them on the paper, placing wherever they wish. Encourage free choice of arrangement. All five rings must be glued in place before proceeding so that students must use their creative resources.

3. Working through the steps

   Step 1

   Give Step 1 yourself - stating the problem:

   What picture can you make on your paper in which the circles are a logical part?

Step 2

Brainstorming - list all possible answers. Ask students to suggest things that are round while you list them on the chalkboard. Possibilities here are many: wheels, ball, sun, pie, clock, orange, etc.

Step 3

Ask students to accomplish the third step, choosing from the list whatever round items make the most logical usage of their placement of the rings.

Step 4

Ask them to plan the details of the picture and how to achieve the finished product; then carry out the plan.

Suggest that students display their work. Handle this in the way best suited to your situation. However, no one should be pressured into participating.

4. Summary

Point out that using the problem solving steps helped each of them reach the best solution to his problem and that this process may be used by one person to solve any type problem.

LESSON TEN

Time: 25 minutes

Materials: Chalkboard, chalk

Purpose: To introduce and define the valuing concept

Arrangement: Circle

* * * * * *

1. Review

   Remind the students that they have been learning to make decisions and that part of making a decision is Step 3: Choosing the best.

2. Introduction

   Explain that choices we make show or indicate our values. Ask if anyone knows the meaning of the word value: what does it mean when I say, "What do you value?" Work until a satisfactory statement evolves (value - to consider or rate highly; to prize; of importance to an individual) which should be written on the chalkboard. This lesson does not attempt to establish all of the criteria for values. These criteria will be discussed in Lesson Twelve.

3. Sharing our values

   Talk about one or two values which you prize, e.g., "I really value it when someone smiles at me and says, "Hello" or "I value it when someone thinks I look nice."

Use as an illustration something you really value. It is best here not to use as an example a quality students might consider moralizing. The point should also be made that in this part of today's lesson we are not talking about things or objects such as ice cream or bicycles.

Now ask each student to tell the group something he values. Help students be observant of rules for good listening: look at the person talking, occasionally paraphrase what is said. The valuing concept may be difficult for children to grasp and it may be necessary for you to paraphrase often to make sure the student's meaning is clear. If students tend to keep repeating what those before them have said, say, "I wonder if we can think of some other things we value." To personalize the lesson, you may wish to write the student's name on the chalkboard with what he values written opposite. This may help avoid duplication and insure each person a turn.

Express appreciation to each student for sharing one of his values with the group. Many times, sharing is hard for students who are not used to talking on a personal level, and they need to be reassured that they have made a worthwhile contribution.

4. Conclusion

Review with the class the main concepts of the lesson:

a. Choices we make indicate our values.

b. Definition of value.

c. Our personal values.

Say that next time you will be talking more about values.

LESSON ELEVEN

Time: 30-45 minutes

Materials: None needed

Purpose: This lesson places additional accent upon the concept that values are demonstrated by the way individuals choose to behave in a given situation.

Arrangement: Circle

* * * * * *

1. Introduction

   Review the concepts from Lesson Ten: the meaning of value, and that choices we make indicate our values. The activity in this lesson will provide students with opportunities to demonstrate value choices.

2. Role playing

   Describe the following situations and ask for volunteers to enact what they would do. (Suggestions and help in developing role playing skills may be found in "Let's Talk About It," the preceeding unit in this series.)

   SITUATION I Characters: "You"
   Another student
   Teacher

   You arrive at school very early one morning. Your room is unlocked but your teacher isn't there. While reaching for a library book to

read, you accidentally knock over a display of sea shells, breaking one. Because you are frightened at what may happen, you hurry out of the room. Later, your teacher, who is quite upset, is scolding (Robert, Kathy) because (he/she) was in the room, standing by the fallen display when the teacher came into the room. The teacher is threatening severe punishment, and you _____.

Now have volunteers enact an ending. After one ending has been presented, ask for other volunteers to enact a different ending. If there are other students who see other possibilities, have those presented also.

3. Summary

When all suggested endings have been presented, encourage discussion, especially centered around feelings of the different characters and what might cause them to make the choices they did. At the conclusion of the discussion, make the following points:

a. The person had a choice of several ways to behave.

b. Having a choice necessitates making a decision.

c. The decision made will demonstrate the decision-maker's values. Ask what values were demonstrated by different people in their role playing.

Other situations are given for use as you desire. Follow each one with a summary as given for Situation I.

SITUATION II

Characters: "You"
Another student, with a deformed hand
Several students to make part of a circle

Your class is going to play a game in which you all join hands and make a circle. As the circle starts to form you see that (Ruth, Greg - use a name <u>not</u> on your class roll) is coming around to meet you. (He/she) has a badly deformed hand which you will have to take hold of. It makes you feel sick at your stomach. You _____.

SITUATION III

Characters: "You"
Neighborhood kid
Several students for part of a lunch line

Your school has a strict rule that no one give "ups." When you go into the cafeteria you are last in line. Your gang wants to be first on the playground so they can get the best baseball diamond but you won't have a chance now. Then you see the kid from your neighborhood who always wants to play with your gang - he is younger than you. He is waving for you to come get in front of him in line. You _____.

SITUATION IV

Your (mom/dad) gave you a quarter to pay your weekly Scout dues, and somehow you lost it before you got to school. Your (mom/dad) is really going to be mad about it. During the morning you see a quarter on the floor under (Althea's/Doug's) desk. You are fairly sure it is (her/his) lunch money. You _____.

4. Conclusion

The decision we make when there is a choice about what to do demonstrates our values.

LESSON TWELVE

Time: 25 minutes

Materials: Worksheet for each student (sample included)

Purpose: To help students identify values which they hold for all persons

Arrangement: Circle grouping

* * * * * *

Preliminary task

On the chalkboard, draw a large package as is shown on the worksheet.

1. Review

   Ask students to recall with you the meaning of value, and recall some values which were identified in the previous lesson.

2. Introduction and discussion

   Identify the following criteria (Raths, Harmin, Simon Values and Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, 1966, p. 30) for students and encourage discussion about each point so that there is thorough understanding of each:

Choosing - was this value chosen:

a. freely? - no pressures from any source toward a certain choice.

b. from alternatives? - there must be several possibilities or there is no choice.

c. after consideration of consequences? - the projected results of the several courses of action must be evaluated.

Prizing

d. Is this value cherished, of great importance to you?

e. Are you willing to let others know how you feel about it?

Acting

f. Are you doing something with or about your choice?

g. Is the action observable repeatedly in your life in different situations, at different times?

3. Worksheet

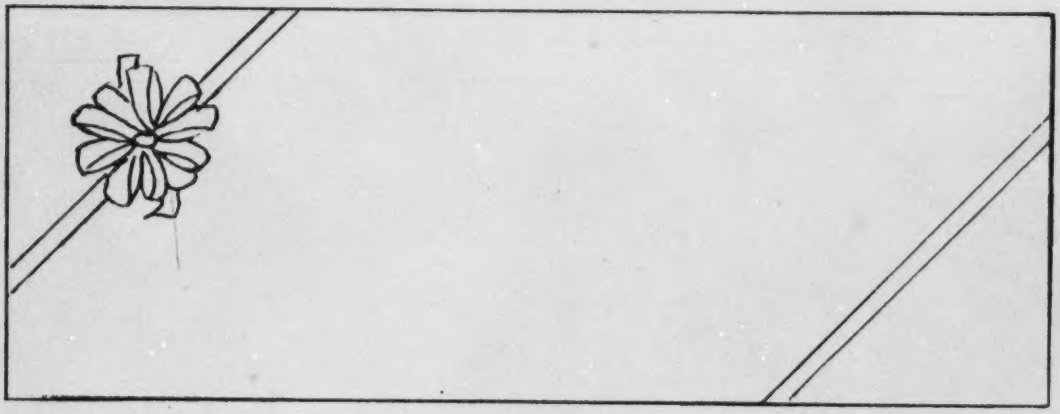
Now distribute one of the worksheets to each student. Say that you would like them to label each package with something they would value giving to everyone in the world. Illustrate by labeling the package you have drawn on the board with something you personally value as "a gift to the world."

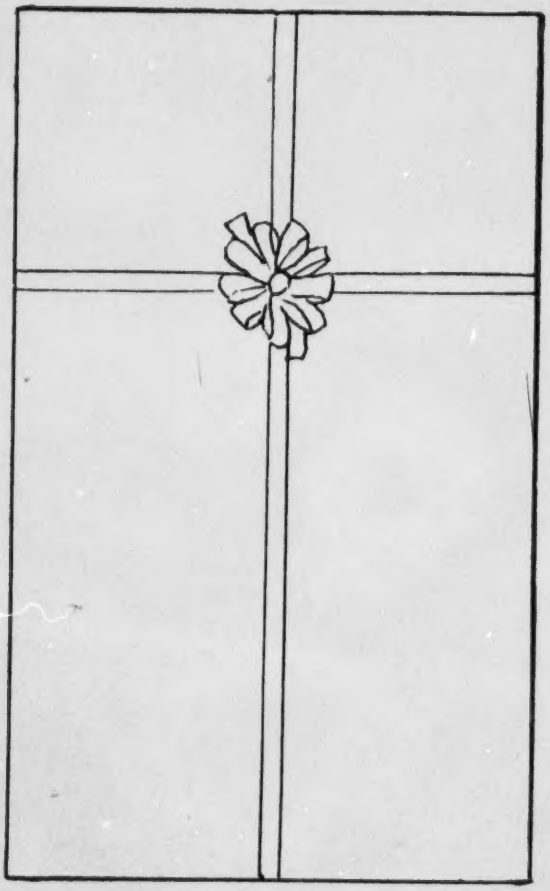
When students have completed the worksheet have them check their chosen values against the criteria. Then ask for volunteers to show others what they have chosen to "give" and reasons for their choices.

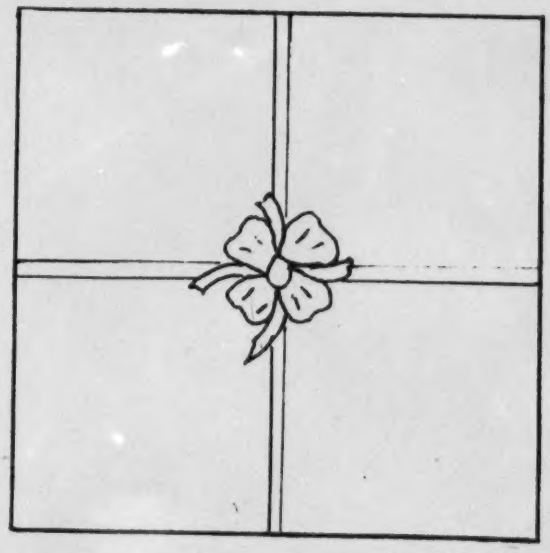
4. Summary

Review the seven criteria given in Section 2 above. Ask students to watch for values expressed by themselves and others during the period intervening between now and the next lesson.

WORKSHEET LESSON TWELVE







LESSON THIRTEEN

Time: 30 minutes

Materials: None needed

Purpose: To help students identify types of behavior which they do not value, to better understand how valuing affects their decisions and choices, and to illustrate the need for acceptance of other's values.

Arrangement: Circle grouping

* * * * * *

Preliminary tasks

It will be necessary to set up two contrived situations ahead of time for this lesson. Choose students for this purpose who are able to enter into the "acts" fully. For the first, ask two students to start talking and giggling as soon as the lesson starts, first quietly, then increasing in volume. Then call them to you (making them stand before the class) and "bawl them out" quite vigorously. You will want to make sure they understand ahead of time this will happen. Then ask them to sit down and go on with the discussion. Shortly after this (perhaps on a signal previously agreed upon) a student will begin teasing those near him/her in some manner--poking, tweaking hair, etc. Be certain he/she understands he/she is only to annoy, not hurt. This time you will ignore the misbehavior and continue to the end of the discussion.

1. Review

   Review briefly that making decisions is a matter of making a choice between several possibilities, and that the choice each one of us makes is based on our values, or what we consider has meaning for us.

2. Introduction

   Remind students that last time each person told us something he values; today we will be discovering other things we value. (Interrupt the activities at any time it is necessary to carry out plans outlined in preliminary instruction.)

3. Discussion and Role Playing

   Say that something you value very much is honesty (use one of your own values; the following is for purposes of illustration). Say that one kind of honesty which makes you feel really good is when someone keeps a promise. As in the previous lesson, ask for others to share something they value. There probably will not be an opportunity for everyone in the group to share this time. Actually, the central part of this lesson is the contrived activities; however, each contribution by a student should be received with appreciation.

   When the second contrived event has gone on long enough for most or all students to have noticed, you are ready to move on. Say that you would like to know if they valued the way the first two students were behaving. After some discussion of this, point out that there is no right or wrong answer to that question or to any question concerning their values since we value those things which are important to us as individuals.

   Ask if they valued the manner in which you dealt with the students' behavior. Have them express this by asking those who valued your behavior to stand in a certain place and those who didn't value it to stand in another place. There may be some reluctance on the part of some to indicate their non-valuing of your behavior. Again reassure them that they have a right to their own values. When all have decided where to stand, you may want to explain that you do not truly

value the type behavior you displayed, that you were role playing (or "acting") so that they would have a common occurrence about which to express their values.

Now ask if they valued the behavior of the student in the second contrived incident and if they valued your behavior in ignoring the misbehavior. Encourage discussion, then, as in the previous incident; have them physically express this by standing in certain areas. Again assure them that they have a right to their own valuing feelings and say that you purposely ignored the misbehavior so they could all indicate their values about the same occurrence. Explain that they were letting you know how they valued several kinds of teacher behavior: bawling out students in front of the class, letting student "get away" with misbehavior, and treating misbehaving students differently.

Now ask for students to express other things they value in teacher behavior. Model behavior by "going first" and relating something you have valued in teachers. As before, encourage good listening by having students reflect what others have said.

4. Conclusion

Express how you valued the participation of the class in the discussion and the "actors" in the development of the lesson.

Recall types of teacher behavior which different students described as being of value, and reinforce the idea that we value different things because different things are important to different people.

LESSON FOURTEEN

Time: 30 minutes

Materials: Chalkboard, chalk

Purpose: To identify some of the sources of our values

Arrangement: Circle grouping

* * * * * *

1. Review

   Recall Lessons Ten and Twelve in which students expressed personal values and Lesson Thirteen in which they expressed how they valued several different types of student and teacher behavior.

2. Introduction

   Explain that we are not born with values but that they develop and become a part of us as a result of our individual experiences. Say that today we will be talking about where our values come from.

3. Discussion

   Modeling

   Give an example of a value you hold which originated in your childhood home as, "I value being on time and having others also be punctual because when I was a child my mother expected me to be ready to go with her, or to school, on time because she did not like to be kept waiting, and she would have been ashamed of me if I had been late for school. I learned to

be on time so she would not be angry with me. Now I like others not to keep me waiting because that wastes my time." (The foregoing is given only as an example; you will want to use your own personal value.) Write the value you have given on the chalkboard under the heading, "Home."

Now ask the students to give examples of a value which they learned from the home. It is important that these are not evaluated by students or by you. Model good listening, reflecting what students said and looking at them as they speak. List each value under yours on the chalkboard as student gives it.

When all have had an opportunity to express themselves, review the values that have been mentioned and emphasize that these are given by the home.

Now ask students to identify values which probably originated or are strongly reinforced at school (neat work, taking turns, not hurting others, etc.). Encourage participation by everyone. These should be written in a separate list headed, "School." After all have had a chance to participate, review values in the list and point out that they are primarily for our protection and well-being.

Briefly explain that we get other values from authorities such as our government or our religion, and ask for a few examples. This may be somewhat difficult for these students. Make suggestions as needed. Again, accent that these values are to protect and help us.

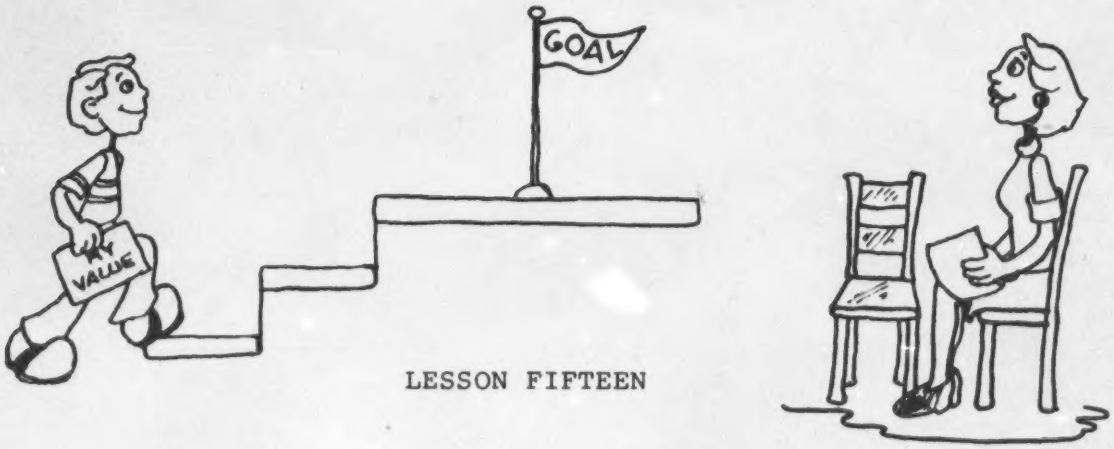
4. Conclusion

The main points to be established by this lesson are:

a. Many of our values come to us from "authorities": home, school, religious, governmental.

b. We probably are young children when they develop and become a part of us.

c. They are usually values devoted to the protection and the well-being of society.



LESSON FIFTEEN

Time: 20 minutes plus individual conference times

Materials: Worksheet, overhead projector

Purpose: Students will learn how a value may be translated into a goal and how to plan activities which will accomplish that goal.

Arrangement: Teacher choice

* * * * * *

1. Introduction

   Use as the basis for this lesson a personal value which was expressed during Lesson Ten, possibly one common to several children (being friendly, getting good grades, being a leader, etc.).

2. Worksheet

   Use the worksheet as a guide for this lesson. Recall with children a personal value which was expressed perhaps by several during Lesson Ten, or ask for suggestions to use as illustrative material for the worksheet. Use an overhead projector or the chalkboard to illustrate, step-by-step, suitable entries for each blank on the worksheet.

Pass out worksheets to students and give help where needed.

3. Conferences

When the worksheets are finished, go over each one individually with student, especially to determine reasonableness of goal, plans and completion date. These conferences can, of course, be scheduled at your convenience; they do not necessarily need to be accomplished during this particular period.

4. Follow-up

On date you have scheduled with each student, check his progress. This is a very important part of this whole unit. He needs to feel your interest in him and his plans; he needs to know that it is important to you for him to gain his goal. Although the individual conferences are time-consuming, we anticipate that the rapport developed with your students will make it worth your while.

It is hoped that you will proceed from this final lesson of "Decisions and Values," to the next unit of lessons in this series, "But, I Assumed _____."

WORKSHEET LESSON FIFTEEN

What Do I Value?

I know that what I value I prize; it is of importance to me.

Something I value is _____.

I know that I can make choices which prove that I value

_____.

A choice I am making now is to _____

_____

_____

_____

_____

I will have a conference with my teacher on _____
to check the progress I am making toward reaching my goal.

Signed _____

Planning Conference _____
Initial

Progress Conference _____
Initial